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ABSTRACT

Youth gangs are not a new phenomena in the United States; however, in the past decade the number of gang members has increased dramatically. Gang prevention-intervention programs are a necessary part of every school's curriculum. Students join gangs for a variety of reasons ranging from boredom to intent on criminal behavior. One characteristic that connects most gang members together is that they have voids in their lives that are filled by joining a gang. Gangs are able to provide young adults with a sense of belonging and self-worth, two things that many dysfunctional families are no longer providing to the youth of today. Street graffiti consisting of crosses, Roman numerals, numbers, and scroll letters act as most gangs' communication. While many view gangs in a homogeneous light, there are significant differences among black, Hispanic, Asian, and white gangs. However, most gangs, regardless of racial makeup, have a chain of command with a clear leader. Listed are common gang identifiers, myths about gangs, 25 conflict-prevention strategies, and 13 gang-prevention strategies for parents. (Contains 50 references.) (KDP)

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GUIDELINES FOR SCHOOL AND COMMUNITY COOPERATION

IMPLEMENTATION OF A GANG PREVENTION PROGRAM

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PREFACE

In the College of Education and Human Ecology at Texas Woman's University, our students in masters programs typically enroll for at least two semesters to develop a professional paper. In some cases, they may elect to develop a thesis. Since these requirements are fulfilled near the end of their programs, professional interests at diverse work sites are often pursued for topic developments. Although the thesis options exist at many universities and colleges, the development of a required professional paper is rather unique; most programs have additional course work for the masters of education.

Choices for this professional paper may relate to literary reviews and recommendations, product developments, staff development or training programs, case studies, and other areas. The majority of graduate students in our Educational Leadership Department at the masters level complete professional papers. They are frequently encouraged to disseminate insights on program developments, timely recommendations, or findings through such clearinghouses as ERIC. Many of their "school reform" endeavors and accomplishments are shared with colleagues at a respective district or school. However, further dissemination of these projects might be of special interest to other professional educators, counselors, and administrators.

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CHAPTER I

INTRODUCTION

Gangs are a supreme social disease in the United States of America and in other countries as well (Gaustad, 1991; Hagedorn, 1988). Street gangs violate all human rights by violating all the laws of society; they are inflicting bodily harm and causing destruction of human life and property. Their violence is a result of their indoctrination towards anti-social behavior and attitudes (Hagedorn).

Gangs tend to form along racial lines and their mutual interests, individual intelligence, abilities, and ages enable them to manipulate and intimidate youths or adults (Hagedorn). Gangs are organizations of violence, and the gang structure is organized to control and enforce the gang's code of the street: their own rules, flags, pledges, and coat of arms. Members are committed to defend the "nation" with loyalty and honor.

A gang's strength comes from its tight structure, the backbone of which is the director and executive staff dedicated to enforce the gang's laws. The members are dedicated to the protection of the gang's leadership. This is a member's foremost responsibility (Nielsen,1992). Among the well organized street gangs, the sponsorship of recruiting new gang members becomes the responsibility of ranking gang members. They indoctrinate other members on actual gang operations, provide encouragement and direction in expanding into new territory, and set up plans to carry nation gang names and graffiti to build that second city called the suburban connection (Hagedorn, 1988).

Statement of the Problem

Schools are the recruiting grounds for gangs,especially for new members (Baker,1991). Being involved in the schools allows the gangs to recruit members and enlist them in the selling of drugs and weapons. According to Baker(1991), gangs are heavily involved in the sale and use of drugs in schools. A need exists to develop strategies for communicating with administrators, parents, and the community about such gang-related issues. This paper provided useful information for administrators, parents, and the community to assert themselves in getting involved to develop a unique gang prevention-intervention plan for their locale.

Statement of the Purpose

The purpose of this paper was to develop a training manual for school districts to use or further enhance their gang prevention-intervention programs. The manual can serve as a guide to develop in-service programs to train administrators, community leaders, and parents on how to deal with gang-related issues.

Limitations

The primary limitations of this manual were the varying degree of existing problems school districts are currently facing and what measures have not been taken in dealing with gang-related issues. Using the techniques and suggestions in this manual could produce varying outcomes from district to district.

Definitions

Colors: Youth gang members will wear gang clothing and colors to represent the gang and have an ego attitude with Law enforcement officers (Riley,1991).

Delinquency: Behavior against the criminal code committed by an individual who has not reached adulthood, as defined by state or federal law (Bartol,1989).

Graffiti: Street gang graffiti is the street gang's communication between allied and opposition gangs with the useful and only source used without verbal conversation.

Juvenile: All states allow juveniles, some as young as age 10, to be tried as adults in criminal courts under certain conditions and for certain offenses. Under federal law, juveniles may be prosecuted under the criminal law at age 15 (Bartol, 1989).

Youth Gangs: Can consist of three to five members, male or female. They have a gang name and wear clothing and identifiers of a known street gang (Tursman,1989).

CHAPTER II

REVIEW OF RELATED LITERATURE

Today's gang members surround themselves with gang violence on a regular basis, in or out of gang territories (Rosen, 1991). On a traveling route, for example, gang members will become victims of their own gang-related violence by rival gangs or other crimes. Gang members understand only themselves; they feel that if you're not connected with them, you're not a real person (Bartol, 1989; Cohen, 1971).

Gang members look at themselves as warriors of the street and the territory authorities. For a long time, they have established a system of tradition and gang motivations for criminal activity to survive (Nielsen, 1992). Most citizens are so intimidated by the gang dress and criminal behavior that the community is threatened by their existence throughout the day and night.
Furthermore, gang members view criminal activity much differently than the general public, having their own sense of humor and a way of living and thinking (Nielsen). Once a gang member is selected, his or her mind becomes focused with ideas and fast actions to protect the gang's name and the importance of their values (Rosen, 1991).

Although youth gangs have existed in the cities of the United States almost as long as the nation itself, trends during the last two decades have alarmed school and community officials. Gangs, now more violent than ever, are spreading to new locations. Warns Clarence Terhune, director of the California Youth Authority states that, "the problem can erupt anywhere at almost anytime" (cited in McKinney,1990, p.5).

What Is a Gang?

Gangs vary tremendously in composition and activities. Spergel (1993) suggests the following working definition: "juvenile and young adults associating together for serious, especially violent, criminal behavior with special concerns for 'turf'" (p.33). Turf can signify the control of a physical territory, a criminal enterprise, or both.

Defense of turf can lead to extreme violence. As Captain Raymond Gott of the Los Angeles Sheriff's Office says, simply "wearing the wrong color in a certain neighborhood can get you killed" (cited in McKinney, 1990, p.6). Turf lines are normally drawn in the neighborhoods, but gang rivalries also have a devastating impact on schools. Often, even non-gang members begin bringing weapons to school for "protection" from robberies and gang violence (Tursman, 1989).

Asian, Black, Hispanic, Anglo and interracial gangs exist, ranging in size from a few members to thousands. Ages range from preteen to adult, but the average age is dropping-from 15 in 1984, to 13 1/2 in 1987 (McKinney,1990). The vast majority of gang members are male (Spergel, 1993).

Most gang members advertise their membership by distinctive dress and behaviors, including handkerchiefs and shoelaces of specific colors, jewelry tattoos, jargon, and hand gestures. They mark their territory and challenge other gangs with spray-painted graffiti or gang symbols. The National School Safety Center (NSSC) provides an excellent summary of the characteristics of different types of gangs (NSSC,1988).

Gangs: Filling a void

Trying to understand what street gangs are and why they exist isn't easy (Stover, 1986). Street gangs can be many things-from a group of bored kids hanging out on the street corner to an organized criminal band dealing in drugs and extortion. Many times a gang can be both, with different factions involved to varying degrees in criminal or violent behavior.

But one characteristic most gang members share is the reason they join a gang in the first place- to fill a vacuum in their lives (Swanson, 1989). Gangs offer kids a lot of things society doesn't offer, including status, a sense of self-worth, and a place of acceptance. Teenagers tend to be cliquish anyway, and police are quick to point out that a group of rowdy youths isn't necessarily a gang (Kelly, 1989). Only when kids organize themselves and begin claiming turf do their activities take a turn that becomes severely worrisome.

Once one gang forms, others quickly follow as kids band together for protection (Webb, 1990). In poorer neighborhoods, a breakdown of community and family structures leaves kids without parental or social controls. Kids are on their own. With a lack of recreational opportunities available, many youths are left with little to do but mingle on the street. Soon these groups, eventually gangs, number from 25 to 50 members, although some long-established gangs count their members in the hundreds (Swanson, 1989).

According to Larry Rawles, deputy director of Philadelphia's Crisis Intervention Network, gang membership offers kids status, acceptance, and self-esteem they haven't found elsewhere (Stover, 1986). In poorer communities, a breakdown of family and community structures may leave kids more receptive to gang recruitment. However, gangs can also form in affluent areas among kids

who feel alienated from friends and families (Stover).

Financial gain is a powerful motive for gang involvement, especially for improvised youths with poor education and lack of access to decent jobs (McKinney, 1990). The vast sums of money available through the drug trade have increased the size of gangs, both by recruitment and by longer retention of members. Usually only a few adult gang members make large sums of money. Aware that courts treat juveniles far more leniently than adults they shield themselves by using juvenile gang members as everything from lookouts to gang hitmen (NSSC, 1988). Drug trafficking makes traditional turf battles bloodier by providing the money for sophisticated weaponry, and they create new sources of conflict as rival gangs fight over lucrative drug territories (McKinney,1990).

One final factor that promotes gang activity is especially important to school boards: high dropout rates, exceeding 50 percent in some inner-city schools, feed gangs with restless recruits (Fleming, 1990).

Gang Membership

The most distressing fact regarding street gangs is the gang's leadership. There is a seemingly bottomless pool of potential recruits and their prime interest is the care of only his or her needs and building an empire (Harrington, 1990). Gang recruiters never forget that their quality of life is highly dependent on the size and influence of the gang they belong to. A gang with large numbers will always result in greater strength (Cohen,1971; Stover, 1986). Recruitment is an aggressive action performed by gang members of the same gang (Bartol, 1989).

Initiation for recruitment maybe painful since the newborn recruited gang member must prove his or her strength by vows. When indoctrinated into the gang, the individual must obey the oath, unity of the gang, and give loyalty to the gang (Harper, 1989).

There are no set guidelines as to what kind of initiation will be given out. However, a new fashion of initiation is one reason that gang membership is growing (Stover, 1986). It enables the member to feel secure that he or she will not be beaten, along with the knowledge that there is money to be made out in the street (Stover).

Where Are Gangs a Problem and How Do They Spread?

Gangs continue to be active in large cities where they have been long established, and they are spreading to suburbs and similar cities. Pressure by police and rivals and the lure of higher drug profits push gangs to seek new territories (Bryant, 1992). Meanwhile, in many mid-size communities, factory closings and business failures create unemployment and poverty, "conditions conducive to gang activity" (cited in Tursman, 1989, p.9).

In some cities, like Chicago and Philadelphia, gang activity is actually stabilizing or declining as their gangs move into other cities like Detroit and Milwaukee (Tursman). Gangs flourish in Los Angeles, the current "gang capital of the U.S.," in spite of increased community and police efforts, and have spread like cancer to surrounding communities (Stover, 1986). The Drug Enforcement Agency has confirmed the presence of members of Los Angeles gangs in forty-nine other cities across the nation. Chris Baca, director of Albuquerque's Youth Development, warns other mid-size cities to react quickly; by the time

Albuquerque acknowledged it had a problem, gangs with Los Angeles origins were firmly established (Mckinney, 1990).

School officials in Eugene, Oregon, aware of the dramatic increase in gang activity in nearby Portland, recently made a unique attempt to block its spread to their own community. On October 2, 1989, eighteen-year-old Robbie Robinson, accompanied by two friends wearing gang colors, enrolled at South Eugene High School. Administrators contacted Jefferson High School in Portland, Robinson's previous high school, and learned he had an extensive record of gang activity and had been barred from finishing high school there. On Robinsons's first day of attendance, a group of seven additional teens dressed in gang fashion entered and walked through the halls. One of them announced that he, too, planned to enroll.

Principal Don Jackson suspended Robinson. A week later, in the first such action in the nation, the school board sought an injunction in Lane County Circuit Court to bar the student permanently from the city's schools, not on the basis of any specific actions, but because "his mere presence at the school in clothing associated with gang membership constitutes a danger to the health and safety of students" (cited in Wright, 1989, p.10). On November 8, the injunction was granted.

Some citizens expressed concern about the constitutionality of the ruling, but members of the local chapter of the NAACP and of the Community Coalition for the Prevention of Gangs applauded the action. Said Jackson, "You don't un-gang a community. We may not be able to keep it out, but at least we have to try" (Personal communication, May 7, 1990).

Graffiti

Street gang graffiti is the street gangs' communication between allied and opposition gangs (Stover, 1986). Communication without verbal conversation symbolizes their nations and nicknames. Gang graffiti has some outstanding colors and symbols, utilizing colored paint to cross out or write over other gang's graffiti. This is a sign of disrespect to opposition gangs (Taylor, 1990). The gangs return with bright paint and paint over that gang's graffiti, putting their symbols and nicknames to show that they are the winners (Taylor).

Street gangs have been using weapons in gang graffiti to show that they have power (Taylor). Gangs use this method as a show of force to opposition gangs. This graffiti shows opposition gangs that they have a choice of weaponry and will start a war over anything. Furthermore, long rifles and assault weapons have become a trendy way of intimidating citizens into submission.

Gangs also use the number system or scroll letters (Schwartz, 1990). Many gangs use a symbol of the gang displaying the deaf mute hands, spelling out the gang's name and nation. Roman numbers are becoming the common style of gang graffiti; gladiators of the Roman days are painted on the walls with chariots and armor shields with gang names placed in the center of the shield (Schwartz,1990).

Some gangs have used the name of their city or suburban townships for names (Fleming & Moriarty, 1990). They proceed by taking the first initial of the street, or street number and placing that letter or number(s) in front of their own gang name initials. They will also spell out the city, suburb or street name and

put gang symbols next to their initials with stars and a pitchfork (Schwartz, 1990).

Crosses are also used in gang representation of graffiti within the city and suburbs (Fleming & Moriarty, 1990). The crosses have an importance to the gangs: the dots or lines next to the crosses represent the affiliations of certain groups. White power gangs , freak nation gangs, and gaylords will make a double-thick cross with a swastika in black. They then place the cross in the middle; both sides are colored with gang colors (Fleming & Moriarty).

There are several ways that gangs express their intentions to hate or show disrespect to the police in certain districts or areas (Stover, 1986). Gangs primarily prey upon the idea of revenge on police, correctional officers, and sheriffs in the county jails with spot graffiti. Law enforcement officers on the street and those involved in corrections and court services fear the unexpected gang ambush during working hours and off-duty (Stover). Street gang members have all day to plan that unexpected ambush, but one thing is certain. They will write their intentions somewhere in turf to prove and show their hatred and revenge on a law enforcement officer's life (Taylor, 1990).

Gang Slang Talk

Street gangs of the 1990s are using unique language for all of their secret information on the streets (Gaustad, 1990). Gangs have a communication style that only they can understand and relate to each other in a way that the police are unable to understand (Gaustad,1990).

When dealing with street language, the gang members have codes that are not publicized in the Sunday newspapers (Webb, 1990). The gangs have used

street slang for years, both in prisons and county jail systems (Gaustad, 1990).

Gangs on the streets in Hispanic, Black, Anglo, and Asian territories use the most slang when communicating with each other (Gaustad, 1990; Webb, 1990). Since the late 1980s, gangs in Chicago have used slang words mixed in with graffiti. Hispanic gangs are the foremost users of slang wording to offset the police (Webb).

Gangs from the midwestern states and the East and West coasts have also become connected with street language (Lab, 1988). "Double talk" is common with black gangs when communicating with the police regarding gang or criminal behavior. Slang "double talk" is also the gang's style of confusion for answers to the gang-related problems (Lab). Hispanic gangs also use the "double talk" with the police. Hispanic gangs use the slang from their country, placing the gang-style words to communicate with police officers (Lab). This, in turn, causes a mockery of the interview.

White gangs are easier to understand because they are from the English side of the fence (Ponce, 1990). White gangs try to act and use Black and Hispanic slang words, but are understood by the police. Asian gangs are a different class when it comes to gang slang and resent the police interviewing them, especially when they are in uniform. Asian gangs will respect the plain clothes police officers, remembering back in the old country the secret police service and fearing those type of police as hardcore officials (Ponce).

Law enforcement officers have their own slang language while on duty or off

duty (Webb, 1990). The slang language used among themselves during the street gang interviews differs from their regular language used when interviewing non-gang members (Webb). Many law enforcement officers adapt to street gang slang to survive the streets and to communicate with gang members on a daily basis. Gang members resent it when the police and state prison officers understand their gang slang. They feel that this puts their gang's secrets in a critical way.

Characteristics of Black and Hispanic Gangs

Differences between the Black and Hispanic gangs became apparent early (Gates & Jackson, 1990). The violent crimes committed by the traditional turf or neighborhood-oriented Hispanic gangs were typically centered around long-standing rivalries. Indeed, some of the feuds have gone on for generations.

Although black gangs also engaged in inter-gang battles, it was obvious that they shared a common goal that set their criminal activity apart from the traditional gang-against-gang battles (Gates & Jackson). The thrust of the black gang actions, both then and now, is the premise that money buys power, which is then enforced through violence (Harrington,1990). Those who have something the gang member wants, even if they have very little, are the quarry for the predatory black street gang members. Black gang activity started with robberies within their neighborhoods and then expanded to include more affluent areas where victims and money are more plentiful. It has been said that

a Hispanic gang member will die for his "dirt," while a black gang member dies for his "gold." Gang homicide reports attest to the accuracy of this statement (Harrington, 1990).

Although the number of black street gangs and members is notably less than the number of Hispanic counterparts, their criminal activity adds to the gang-related/ gang-motivated crime picture far beyond the numbers that would be expected (Gates & Jackson, 1990). In recent years, the total number of violent crimes attributable to black gang members has matched or exceeded the Hispanic gang crime totals.

Violence is a given for all gangs . What is it, then, that sets the black street gangs apart? Although the fixation on crime for profit is one difference, by far the more significant difference lies in what seems to be disregard for human life including their own (Stover, 1986).

Chinese Gangs

Chinese gangs are the strongest, oldest, and most sophisticated of the Asian gangs (Jackson & McBride, 1985). They originated around the mid-19th century during a period of Chinese immigration to this country in groups called Tongs. At first respectable social organizations, the Tongs later moved into gambling, prostitution, and drugs.

"Wah Ching" (Chinese youths) were used as lookouts by the gang's elders (Jackson & McBride,1985; Lalli, 1977). A Wah Ching gang, comprised primarily of immigrants from Hong Kong, arose in San Francisco in the mid-1960s and was known for its violence, especially in fights with rivals. This inter-gang

violence climaxed in the 1977 "Golden Dragon Massacre" in which five people died and 11 were wounded.

The Wo Hop To is a criminal organization based in Hong Kong (Thompkins, 1986). Since 1987, it has been organizing independent Asian gangs in San Francisco under a banner to challenge the once-dominant Wah Ching gang.

In San Francisco, after the murder of alleged Wah Ching leader Danny "Ah Pie" Wong on April 19, 1991, the Hop Sing faction of the Wo Hop Tp seized control of illegal gambling, extortion and loansharking in the Chinese community. The Hop Sing faction has recruited young males, some as young as 12, to act as soldiers and enforcers (Jackson & McBride, 1985 & Lalli, 1977).

Samoan Gangs

Samoan gangs share more in common with Black and Hispanic gangs than other Asian gangs(Jackson & McBride, 1985). For example, Samoan gangs mark their turf with graffiti and wear characteristic gang clothing. Some even affiliate with black gangs, as in the case of the Sons of Samoa. Recently, there have been efforts to organize Samoan gangs for drug trafficking, especially crack cocaine (Jackson & McBride, 1985).

Vietnamese Gangs

Since Saigon fell in 1974, the United States has opened its doors to a flood of Indochinese refugees, the largest segments of which are the "boat people" and other Vietnamese who fled the country after the Communist takeover (Thompkins, 1986) . Many of these Vietnamese were very well-educated and wealthy, the cream of society.

Michael Popolizio points to an irony in the phenomenon of Vietnamese gangs . " Their inherent achievement orientation seems to work both ways: Most Vietnamese youth who accept the authorization, hierarchical family structure and tireless dedication to work will naturally excel. But when they do become involved with crime, they channel that achievement goal into developing successful, profitable criminal organizations" (cited in Lalli, 1977, p.19).

Popolizio believes some youths are lured away from their cultural values by the extremely liberal attitudes they see around them in their American peers. Actions that are considered a normal part of the growing up in an American family become an outrageous rebellion in a Vietnamese family. "The parents' reaction is commensurately extreme, which can erode family relationships and lead to a complete breakdown in communication. A child's disrespect and wild behavior is only aggravated by the youth's higher proficiency in English. When outsiders must speak directly to children to communicate, the parents take it as a great affront. Eventually, the child may assume a self-importance in the family because of this language capability, escalating the conflict between the generations" (cited in Lalli, p.19)

Vietnamese gang members travel freely and often from city to city and stay in "safe houses" when away from home (Jackson & McBride, 1985). It is common for them to drive all night from Los Angeles to San Jose, a 350-mile trip, commit a series of crimes, often auto burglaries, then return immediately to Los Angeles.

Vietnamese gang members nearly always victimize their own people

(Jackson & McBride, 1985; Lalli, 1977) . Once a youth is recognized as belonging to these "gangsters," he is feared and can walk into any restaurant or coffee shop eat and leave without paying the bill. The Vietnamese fear retaliation from these gangs. In general, Vietnamese distrust police authority because of their experiences in Vietnam and rarely come forward to provide information to police that would help prosecute the gang members. Some may be willing to provide information anonymously.

Despite distrust of police authority, however, the Vietnamese hold educators in great esteem, and school officials are often able to obtain cooperation from the student when police cannot (Lalli, 1977). Parents will also fully cooperate, as long as they feel secure from retaliation.

While it is rare to see a Vietnamese youth disagree directly with authority figures, Popolizio warns that a student's tacit agreement or conciliatory response is no guarantee that the school official's suggestions or guidance has been accepted (cited in Lalli,1977) . Even the most committed criminal in the Vietnamese community will show respect to authority figures, he says. "Their courtesy and good manners convince many people they are law-abiding citizens who have, for some unknown reason, become involved in aberrant criminal behavior" (p. 20).

Families are likely to feel shame and disgrace in any confrontation with school teachers or administrators, and any overt accusation will be taken as an an act of hostility (Jackson & McBride, 1985) . The family must be made to understand that the school in no way intends to embarrass them and the

conference is not meant as punishment. An interpreter may be needed to facilitate the discussions.

Anglo Stoner Gangs and Satanic Cults

Anglo gang activity is a more recent phenomenon than that of other ethnic gangs, and it is also harder to define or neatly categorize (Mendoza,1992) . In trying to explain its origins, authorities cite the same reasons for involvement other ethnic gangs: decreased parental involvement and breakdown of traditional family values. Others point to the same reasons given to explain the rise of the punk-rock subculture in Britain: alienation from parents' values, a bleak outlook on the future and growing anxiety over the specter of nuclear war (Pettinicchio, 1992).

While some youths become involved in white supremacist gangs, the most troublesome and numerous of the white gangs are youths involved in punk rock and heavy metal music, which abounds with messages of drugs, violence, suicide and Satanism (Pettinicchio,1992; Wolfgang,1970) . New bands try to outdo one another in explicitness and shock value of their lyrics, just as they try to create the most dramatic or bizarre names: Slayer, Venom, Megadeath.

Punk rock and heavy metal are phenomena that have captivated the attention of hundreds of thousands of children across the United States (Yablonsky, 1983). Fortunately, most children outgrow this fad in time, but for others it becomes a way of life, where alcohol, drugs, defiance of authority, preoccupation with death and even Satanism become an obsession for which they are willing to die.

Hard-core heavy metalers (sometimes called stoners because of their

involvement with drugs) and punk rockers tend to resemble traditional street gangs in social structure and values (Pettinicchio,1992). They adorn themselves with characteristics such as clothing, jewelry and other accouterments, and they mar public property with graffiti.

Some juveniles cross the line of heavy metal/punk rock and become involved with Satanism, which perverts the values of organized religion and society in general. Law enforcement officers have in recent years discovered more crimes characterized by satanic paraphernalia and influences, such as candles, goats' heads, desecration of religious symbols and even shocking mutilations (Stratford, 1988).

Parents, educators, law enforcement officers and counselors need to be aware of the messages, beliefs and values that heavy metal and punk rock groups are sending. According to Darlyne Pettinicchio, a nationally recognized specialist in the area of punk, heavy metal and Satanism, "We need to abandon the notion that the ideas presented in punk and heavy metal lyrics are 'just for show' or simply 'a way to make money.' Only then can appropriate steps be taken to guide kids' growth into emotionally healthy, productive adults" (cited in Mendoza,1992, p.21).

Punk Rocker Gangs

Punk rock began in England in the early 1970s as a movement of social rebellion by working-class youth (Pettinicchio, 1992) . American punkers, in contrast, tend to come from the more privileged classes of society. But they also tend to play the role of societal victims who share a nihilistic perspective of

America's social institutions and oppose acceptable American values.

Both in the United States and abroad, punk rock generally promotes anarchy as a response to concepts of law and order (Pettinicchio) . Punk rock and heavy metal lyrics are rife with messages of self-mutilation, assault, suicide, Satanism and rebellion against all forms of authority. Some punk bands now in vogue include Clash, Dead Kennedys, Youth Patrol, G.I. , Youth Brigade, "X" and Human Sexual Response.

Punk rockers dress to shock the observer and draw attention to themselves (Yablonsky, 1983) . Punk fashions are influenced by the punk subgroup to which they belong, but there is no uniform dress code among the subgroups. Current fashions for girl punkers include net nylons, often with holes, black nail polish and heavy eye make-up, also black. White, blood red and black are the most popular colors in punk clothing and accessories.

Both girls and boys wear short, mohawked, skinned or unevenly shaved haircuts in flamboyant colors (Pettinicchio,1992; Yablonsky,1983). Punk rockers also wear numerous pierced earrings, cross necklaces and cross earrings. Military or oversized men's shirts and T-shirts emblazoned with the name of a punk band are worn outside of well-worn jeans or military fatigues. Military or jeans jackets with torn-out sleeves are also popular, as are scuffed military boots and thick-soled shoes, including high-top tennis shoes. Studded belts and boots, chains and spikes worn around the neck, wrist, waist, ankles and related clothes are going out of fashion.

Heavy Metal Gangs

Although heavy metal evolved from the hard rock bands of the 1960s and 1970s, the music has since become louder, faster and more aggressive (Pettinicchio, 1992; Yablonsky, 1983). The main focus and theme of heavy metal are drugs, sex and rock-and-roll, defiance of authority and a "live for today" attitude.

Pettinicchio (1992) notes that the American music industry markets heavy metal toward adolescent boys. "It promotes a chauvinistic attitude toward women that gives adolescent males a feeling of power and control. Heavy metalers may also be identified as metal heads , head bangers, rebel riders, rivet heads, stoners, longhairs, hippies or rockers" (p. 22).

Dozens, if not hundreds, of new heavy metal bands are constantly vying for young people's attention. Many heavy metalers involved in the occult say that the bands AC/DC, WASP and KISS stand for Anti-Christ/Devil Children, We Are Satan's People and Knights in Satan's Service, respectively. The individuals in these bands deny this accusation. Other metal bands include Judas Priest, Black Sabbath, Iron Maiden, Motley Crue, Ozzy Osbourne, Def Leppard and Twisted Sister.

Album covers and lyrics of many heavy metal or black metal (satanic) rock groups encourage and pander to Satanism. Such songs as "Shout at the Devil" by Motley Crue, "The Number of the Beast (666)" by Iron Maiden, "Sabbath, Bloody Sabbath" by Black Sabbath and "The Hotel California" by the Eagles all fall in this category ("The Hotel California" is a nickname for the first Church of Satan, located on California Street in San Francisco). Album covers and

posters of these rock groups graphically depict Satanic symbols, such as upsidedown crosses, 666, pentagrams, graveyards, demons, skeletons and references to hell and death.

Heavy metalers dress to reinforce group identity and like to copy the particular style of their favorite bands (Pettinicchio, 1992; Yablonsky,1983) . Most boys simply wear Levis and T-shirts advertising a particular band of alcohol ,especially Jack Daniels, or drugs. Adolescent girls involved in heavy metal tend to wear short denim or leather skirts and heavy eye make-up.

Although this kind of music includes disturbing references to Satanism, juveniles who listen to it and wear the prevailing metal fashions are not necessarily involved with Satanism or the occult. It is nearly impossible to say at what point a preoccupation with death and the occult or use of Satanic symbols actually signals serious involvement with these bizarre doctrines. However, evidence of crimes and Satanic overtones, graffiti and other blatant signs should raise a red flag that youth are involved in the occult or Satanic activities (Pettinicchio; Yablonsky) .

Satanic Cult Gangs

Satanists are interested in chaos, disharmony, earthly power and hedonistic gratification (Stratford, 1988). Anton La Vey, a former circus performer and police photographer, founded the first Church of Satan in San Francisco in 1966. LaVey, who refers to himself as the High Priest of Satan, wrote two of Satanism's most important and widely read handbooks, The Satanic Bible and Satanic Rituals.

La Vey(1972) wrote: "Satanism represents a form of controlled selfness. The Satanist, being a magician (occultic sense), should have the ability to decide what is just, and then apply the powers of (black) magic to attain his goals" (p.33).

The primary enemies of Satanists are God, traditional religious tenets and institutions, and conventional societal values (Larson, 1990; Wilson,1971) . Satanists believe Satan is the supreme deity, the god of the materialistic world, frequently depicted as an inverted pentagram, who is the grantor of pleasures and the punisher of foes.

In their worship of Satan and denial of traditional religion, Satanists invert or reverse religious symbols (La Vey, 1969) . For example, Jesus Christ was crucified on a cross. Consequently, a Satanist will display an upside-down cross. They also write backward, frequently using the ancient rune or witches' alphabet, and write or display "666" (the number of the beast, Satan, as written in Revelation 13:18). Their religious ceremony, the Black Mass, is a reversal, mockery and desecration of the traditional Catholic Mass (La Vey, 1972) .

Satanism has recently enjoyed a surge of intense revival among young people, a trend that is beginning to be recognized and reckoned with by law enforcement officers, educators and parents (Barry, 1992) . "Satanic activities can no longer be ignored," says Pettinicchio. "Law enforcement officers have especially been struck by the dramatic increase in violent and perverse crimes that are at least partially attributable to the occult and Satanism" (p.38).

Satanic references and symbols have been associated with the "Son of Sam" serial murders in New York, 1977, the McMartin Preschool child

molestation case in Los Angeles,1984 and, most recently, the "Night Stalker" homicides in Los Angeles and San Francisco, 1985. Animal mutilations, exhumation of bodies and church desecrations are becoming alarmingly prevalent (Barry) .

Heavy metalers and those involved in Satanism use the same graffiti to make their mark (Stratford, 1988) . This graffiti is often placed underground-under bridges, in flood control channels, and under freeway overpasses, to be closer to hell and the devil. Also, no one can see them defacing these areas. Youths who simply dabble in the occult (" devil players") sometimes write this kind of graffiti on their notebooks, folders, clothing and bodies.

Wes Mitchell, assistant chief of police for the Los Angeles Unified School District, has also reported the appearance of graffiti with satanic symbols and messages on some campuses (Larson,1990; Stratford, 1988) . Mitchell says, "We're seeing a lot of '666' and "F.T.W.,' a heavy metal rock group that stands for "f... the world. They (stoners) are totally anti-social. In some schools, it's all over the campuses" (p. 43).

Some teachers and administrators perceive the stoners' school behavior as a real problem. One teacher reports the vast majority of the stoners not only are inattentive in the classroom and have poor attendance records ,like many gang members, but they also are quite disruptive both in and out of the classroom. When they are suppose to be in school, their attendance is sporadic at best. But, like most troublesome students, if expelled or suspended, they will not stay

away from campus (Larson; Stratford) .

Today's mass media includes far more material suggestive of the occult and Satanism than most people realize (Kahaner, 1988). Aside from more than a dozen heavy metal magazines, young people have easy access to movies on television, in theaters or in any video store. Some heavy metal experts say movies such as "The Exorcist," "Damien," "The Omen" and "Rosemary's Baby" have done more for furthering interest in the occult than any other social trend in the past 20 years. Satanic literature also sells briskly in bookstores across the country (Pettinicchio, 1992) .

Minors who become obsessed with the occult and Satanism are likely to include occult themes in reports, essays and poetry, in addition to writing symbols on folders and books (La Vey,1972). Themes of murder, suicide and death permeate their thoughts and writing. Those seriously involved in devil worship, especially in an adult Satanic group, may tattoo themselves with symbols or cut or gouge their bodies to draw blood for their rituals.

Heavy metalers and others involved with Satanism will sometimes vandalize and desecrate churches and synagogues with signs and symbols. Religious articles may be stolen and rituals performed with them (La Vey). These stoner groups are increasingly desecrating graveyards by knocking over headstones, smashing open crypts, and even breaking into coffins and taking body parts for satanic rituals.

Crimes of arson, especially those involving gasoline torchings, are sometimes associated with occultists because occult activities are carried out in

the utmost secrecy, and sites where their illegal activities have taken place may be burned to destroy evidence (Barry, 1992; Kahaner, 1988). Pettinicchio (1992) believes these crimes usually involve drugs. In fact, "many heavy metalers become drug dealers for their friends and other heavy metalers" (p. 26).

This combination of drugs and Satanic activities has had lethal results in this country (Barry, 1992). "To the best of my knowledge, all heavy metalers convinced of murder in the United States and Canada have been involved in Satanism," Pettinicchio says. "They have killed parents, brothers and sisters, and peers" (p.26).

Satanism is considered an organized religion and is afforded First Amendment protections, which complicates the job of stemming Satanic activities (LeVay, 1969) . Students may even identify Satanism as their religion and try to excuse, justify or condone their criminal actions as a significant part of their religious practices.

However, schools are obligated to provide the safest possible learning environment (Pettinicchio, 1992) . The California Constitution even requires that schools be "safe, secure and peaceful." Just as many schools successfully control criminal youth gang influence on campus through consistent enforcement of behavior codes, so can schools control the violence and delinquency associated with punk and heavy metal groups on campus.

A noteworthy characterization of gang members and cults comes from Superintendent George McKenna, a school administrator (Los Angeles,California) who has experience "in the trenches."

McKenna says:

> Persons in gangs [and cults] need to be seen as having individual characteristics who are joined together to fulfill a personal need. The negative behavior is reflected by a group because the leadership of the group is stronger than the members, and the leadership chooses to engage in negative behavior. The members may just as easily be led by a positive force, who is stronger, and engages them in positive activity. This would therefore not make them 'chronic losers who can accomplish nothing individually,' because they could be engaged in constructive group activity. (cited in Pettinicchio, 1992, p.27)

Female Gangs

Female gang membership is up in numbers (Bowker, 1983). The motivation to become affiliated with the group, have the same friends, and share every day adventures seems to become overpowering with the need to belong. For the average female around the age of fourteen through seventeen, she feels her life is a bore without a boyfriend or girlfriends (Bowker). In some cases, because of their looks or body shape, some females feel rejected from the male world (Bowker).

High school male gang members will always try to be macho in front of the female gang members and gang-associated female students (Hunsaker, 1983). The male ego is then hardened and in fact , the most dominating trip of his life is to impress the female gang members with hostile actions against rival gang members and non-gang members. This is done to show the female gang member that he is the conqueror of all male and females.

One-on-one fights between male and female gang members are the proof on

the streets of toughness between allied and opposition gangs (Bowker, 1983; Hunsaker, 1983). Female gang members fight the male gang members wherever they are located at the time. The associates and other gang members stand close by as a shield and may have weapons of some sort, just in case things begin to get out of control (Bowker; Hunsaker).

Females within the gang structure will do most anything to show their responsibility as a true bandit (Bowker, 1983). They act and hang out just like the male members and indulge in dangerous narcotics, alcohol, and terrorize the neighborhoods with gang representation. They will always look up to the leaders and warriors of the gang and live the style of those members with the same street behavior of toughness. In fact, the female gang members will never talk about the gang or the gang's business. The female gang members view themselves as the male gang member's god of strength and will die for that gang member (Bowker).

Increasing Gang Violence

One reason gang attacks are now characterized by unprecedented degrees of violence is that members are better prepared for violence than ever before (Gates & Jackson, 1990). The knives, clubs, and occasional firearms once used by gang members have given way to semi and fully automatic assault rifles with devastating results. Where it was once rare for gang members to spray suspected rivals with machine-gun fire, such attacks are fast becoming a trademark of street gangs. Gang members are no longer limiting their attacks to suspected rivals. In an effort to enhance their own reputations or

those of their gangs, gang members are attacking peace officers at an alarming rate (Harper, 1989). Besides being outgunned by the gang members, police are being subjected to random snipings and planned ambushes intended to counter enforcement actions against street gangs. The street gang problem in Los Angeles has been further exacerbated by the city's growing narcotics supply. Sales of narcotics provide Black gang members with the easy money that fulfills their dreams of power and status (Gates & Jackson, 1990).

Consequently, the problem of gang-related violence is intensified by the infusion of drug money and the need to protect one's turf. In the quest for bigger drug profits and less law enforcement intervention, gang members have extended their reach far beyond the Los Angeles area (Gates & Jackson). These new territories offer profits three to five times greater, as well as much less police interference. Once largely insulated from gang-related problems, cities of all sizes throughout the United States are now threatened either by an influx of Los Angeles-area gang members or by local gangs attempting to establish dominance. These "ground breakers" are well armed and are fast becoming highly organized.

Gangs in the Suburbs

For decades in the old urban cores of large cities, rundown buildings and trash-lined streets have formed the backdrop for gang activity (Stover,1986). The conditions that breed street gangs are depressingly familiar: poverty, racial division, broken families and high unemployment for both teens and adults (Schwartz, 1990; Stover,1986). But, these conditions no longer are limited to the inner city. In small and mid-size cities, where gang activity long was minor

or nonexistent, population and industrial growth have moved far beyond the urban cores, leaving behind poverty-stricken neighborhoods that are seeing an increasing gang presence (Prophet, 1990).

Gang activity is not limited to low-income youth (Pollard, 1990). Some middle and upper class suburbs are facing problems caused by gangs whose members come from affluent homes. Their acts of vandalism, robbery, and drug dealing are explained as the results of boredom and alienation from their families and peers (Foster, 1989). Often this gang activity can be traced directly to dependency on illegal drugs and the demands of supporting a drug habit (Pollard,1990).

Gang Crime Officers

Law enforcement officers who are assigned to gang crime units must effectively investigate these gangs' movement and crimes (O'Donnell, 1985). Gang officers should have an active list of gang members and their informants. This information will aid them in following new gangs or members' identity in other areas.

Gang fights are important to investigate for real crimes between opposition and allied gangs (Pollard, 1990). Crimes must be determined if they are gang-related or not; if a gang member commits robbery on a non-gang member this is considered to be non-gang related.

Graffiti is the gang's newspaper (Taylor, 1990). The police department uses gang graffiti as a tool when investigating who are the gang players. Thus, gang officers should distribute any identifying gang patterns, behavior,and

activities to all law enforcement agencies (Hunsaker,1983; Pollard,1990). Leaders and ranking gang members with gang soldiers must be on file with each gang unit. The following information is needed for complete coverage: 1) Graffiti 2) Recruitment practices 3) Membership 4) Territories 5) Monikers 6) Connections 7) Weapons 8) Narcotics 9) Vehicles 10) Employment 11) Gang colors 12) New clothing 13) Hair styles 14) Jewelry identifiers and 15) Family and friends (Pollard,1990).

Gang crime unit officers should be trained in gang crimes and how to investigate them properly (O'Donnell,1985). They should also be familiar with gang strengths, court testifying for indictments, search and seizure of drugs, warrants, and weapons.

Furthermore, gang officers should have creative training in writing reports (Lab, 1988). Law enforcement relationships between departments are vital. The following information should also be shared between the Department of Corrections and Police agencies: 1) Probations 2) Parole Board 3) States Attorney 4) Witness Protection Plan 5) Juvenile Authority 6) Reliable Informants (Lab, 1988).

CHAPTER III

PROCEDURES

Schools are the recruiting grounds for gangs. Being involved in the schools allows the gangs to recruit members and enlist them in the selling of drugs and weapons. The Duncanville Independent School District (ISD) has one of the lowest rate of gang incidents in the Dallas/Fort Worth Metroplex. However, due to the leadership of the Superintendent, Dr. Annette Griffin, the personnel in the district is aware of the threat for gang violence.

The purpose of this paper was to provide useful prevention-intervention strategies that the Duncanville ISD can implement as warranted. Additionally, the information contained in this paper can be utilized by other districts, when applicable.

The author had numerous contacts with Police Officer Steve Flanagan of the Duncanville Police Department. He was instrumental in providing useful information pertaining to gangs (see Appendix A). This information was conveyed to other colleagues. For example, during the course of writing this paper, the author had constant contact with local school officials, namely principals, assistant principals, the dean of instruction, and school counselors. Though they felt that their school was fairly safe, they did feel a need to be proactive rather than reactive.

The Duncanville Police Department has pulled no punches. They have told the Duncanville Independent School District that in order to protect their students and themselves, they must be able to identify the tell-tale signs of street gangs. This meant learning the gang culture of clothing, hand signals, graffiti,

jargon, and methods of operation.

School officials often feel that the only way to control gang activity is to identify suspected gang members, take a tough posture, and hold the line (Riley, 1991). When property is damaged, students are assaulted, or drugs are being sold, the officials assume they will have a working pool of suspects from which to draw the guilty parties. Furthermore, by maintaining a list of separated gang members, school officials can reassure the community that they are on top of the crisis (Riley). The Duncanville ISD provides further counseling for the students and the parents who are having difficulties. Also, students who are found guilty of any destruction of property are given strict penalties, such as placement in an alternative school and payment for the cost of the damage. Furthermore, the parents and the community are always asked for their input. This has brought about a strong partnership between the community and the Duncanville school district.

Identifying gang members in school is fraught with difficulties. In the author's opinion and experience, misidentifying and labeling students leads to alienation, lowered self-esteem, and lowered teacher expectations, conditions that can actually precipitate gang activity.

The author, while an assistant principal at the local high school, had many dealings with students which ultimately led to contact with their parents or guardians. During the course of the school year, the author realized that his experiences correlated with what research had indicated, namely violent youth often come from troubled families-families where the parents lack the same

skills the children lack.

For gang-suppression strategies to work effectively, common myths about gangs also need to be dispelled (see Appendix B). In addition to dispelling myths about gangs there are numerous prevention-intervention strategies available for school districts, such as Duncanville ISD.

Prevention, whenever possible, is the best way to avoid the disruption youth gangs can cause. Once educators are familiar with the kinds of gangs on their campuses, they can effectively plan their responses to squelch threatening gang activity. The Duncanville ISD, with the help and support of the police department and the community, has instituted a crime stoppers program. This program has helped tremendously in reducing violent acts in the city of Duncanville. The program is set up so that a person can call in anonymously and report any suspected wrong doings. They are then given a number. If this is a valid tip the caller is then paid a certain amount of money depending on the crime.

Schools like Duncanville still must adopt a solution strategy that will improve attitudes of gang members and assimilate them into the mainstream. Gangs ultimately damage the school by fostering insecurity in the students, staff and parents. Schools may safely assume that violent and anti-social behavior usually suggests psychological, emotional, attitudinal and cultural assimilation problems, a weak family structure, or a combination thereof. The National School Safety Center has developed the Gang Assessment Tool to help communities overcome the problem of denial and determine the extent of gang and gang-related activity in the vicinity of a school (see Appendix C). Duncanville ISD realizes the potential for gang crimes. The city is meeting this

challenge head on by initiating a "zero tolerance" for behavior and working very closely with the Duncanville community and the police department.

In the author's opinion and experiences one step toward building a safer, more peaceful campus at Duncanville was to enforce behavior codes firmly, fairly, and consistently. To be effective, these rules were written and distributed so they were understood by each student. The author will strongly suggest that administrators have both the student and parent or guardian sign these agreements and return a copy to school.

The author further believes that the school climate is a critical element in a gang intervention strategy. Students must feel welcome and wanted every day they come to school. School personnel must genuinely care about the students they serve if they expect to intervene in their lives.

In discussing gang activity with the police department, parents, and local school officials, the author discovered that all parties involved agree that the school must be established as neutral territory. Any activities related to gang membership should be banned, not just weapons, violence, and illegal activity, but also gang-identified clothing, hairstyles, colors, insignia, and hand gestures.

While researching the area of gangs, the author discovered a similarity among the research and Duncanville ISD. Researchers believe that graffiti should be painted over immediately. The author suggested that graffiti be removed within an hour of finding it, because the gang who did it doesn't have the satisfaction of knowing other people ever saw it. Also, such items as red shoelaces, bandanas, and graffiti may seem like trivial things to battle over. But banishing them from our school grounds is a deadly serious business. The author pointed out strongly that gang symbols announce, " This is our territory

and we can do what we want here." The author believed that not only were the symbols intimidating to students who did not belong to gangs, they directly provoked potential violence in Duncanville ISD. Defacing a rival gang's graffiti or painting it upside-down will be a constant challenge to battle. By refusing to permit gang symbols, our school officials will remove fuel for gang rivalries and will send the message, " We are the ones in charge."

Another major step that the Duncanville Independent School District has taken is to begin looking at creating a more " culturally inclusive " curriculum, one that expands the traditional Eurocentric, Western culture emphasis to include the contributions and accomplishments that all racial and ethnic groups have made to America.

The Duncanville Independent School District realizes that until African-American, Native-American, Hispanic, and Asian students see the abundant contributions of their forebears represented in the history and literature texts they read, they have little basis for pride in their national heritage. Moreover, if white children are not aware of the contributions of racial and ethnic groups other than their own, they cannot be expected to value ethnic diversity within their own community and the nation. The Duncanville ISD has hired a multi-cultural advisor to work with student and parent groups. The district has also setup a multicultural advisory committee to discuss the concerns of the community. Also, student multicultural groups have been initiated at several campuses throughout the Duncanville ISD.

The author has suggested that multi-ethnic schools must celebrate their diversity- and not just during Black History Month or at an annual ethnic food fair. All racial and ethnic groups should be represented in every curricular and

extracurricular program from the yearbook to the student council, from athletes to cheerleaders. Bulletin boards, awards ceremonies, and all special events should reflect the school's and nation's diversity. To ensure that all aspects of school life are culturally inclusive for our global society requires strong advocacy from the staff.

In the author's opinion, which coincides with the research findings, in order to cope with intervention technique and guidelines,our school personnel needed current information about gang activities and symbols (see Appendix A). It would behoove our school district to have staff development gang awareness sessions as often as possible.

The community of Duncanville is also experiencing rapid changes in ethnic make-up. The author suggested that communities, such as Duncanville needed to establish community-wide educational programs to deal honestly with these changes. The formation of gangs is realistic, if multi-ethnic issues are not addressed. The major objective, suggested by the author, would be to change attitudes and perceptions of school personnel, parents, churches, city officials, business leaders and the media about the scope and nature of gang problems and the role that each can play in dealing with them in a positive sense.

While conducting research on gang activity, the author discovered a conflict-prevention model that will be useful for the city of Duncanville as well as other communities and cities needing strategies for preventing violence in their schools and communities. This particular model relies on a combination of community partnerships, staff training and student counseling, and special staff appointments to enforce school rules (see Appendix D).

The Paramount Plan: Alternatives to Gang Membership, an interagency gang prevention program of the city of Paramount (California) also offers strategies, which the author feels are very important to help parents discourage their children from joining gangs (see Appendix E).

The author has researched and provided ways to deal with gang issues. School administrators in Duncanville ISD cannot be omniscient, but they can bring together key players to leverage their resources. The author believes that, given time, these suggested guidelines have produced the effects promised, breaking the potentially tragic cycle of violence. Helping our children replace potentially violent behaviors with effective, positive social skills may reduce violence, not only in our schools, but in society.

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CHAPTER IV

CONCLUSIONS

It was the author's intent, when compiling this professional paper, to point out that school districts, even like Duncanville ISD, cannot solve all of the issues involving gangs. In order to solve existing problems and to prevent or intervene before problems occur, takes the united efforts of the community, parents, law enforcement agencies as well as our school district.

All parties must believe that all children can and will succeed in a supportive environment that is nurturing for all students. They must believe that successes in school and life become the primary option.

The author's intent was not to pretend that only street gang victims are those who have been wounded, murdered, arrested, or assaulted. Ethnic schools have become victims. This can be witnessed by their shells in urban neighborhoods. Each of us can feel the presence of the children and adolescents who were refused service or those that were served improperly.

Our gang intervention in school districts is war. It is a war that must be waged for the children until we win them all back, one at a time, if necessary.

APPENDICES

Appendix A

STREET GANG IDENTIFIERS

Black Disciples- The Order of Rank and Chain of Command.

KING: The chairman (Hoover) who along with his board, makes the laws of this nation and its branches, and develops concepts that become our goals. He is known as the "HEAD" and "we" the "BODY."

DON OF: DONS He oversees all Dons and appoints Dons to any given section or sector of a city or another state.

OVERSEER: His function is to "inspect" sectors and see to it that the laws and projects are being carried out.

DONS: Have a certain sector which he commands, with a number of members under his direct command. His function is varied from production of finances to ordering "Hits", etc....

GENERALS: They are directly under their Don who gave them their rank or who's sector they are assigned to. Their function is to control their soldiers and their sectors, & assigning members to specific jobs such as, hits, sale or products, patrol, runners, etc. Also to appoint such positions as First C's (Captains), War Counselors, Treasurers, Second C's, as well as his First Lt., Chief Enforcer, and Sgt. of Arms.

FIRST C: Is over all foot soldiers of his sector and is answerable to his "G", or General. His function is basically to give law and all duties he, G, bestows upon him, such as body guard appointments, etc.

SECOND C: He aides the First C and is in command in the First C's absence.

WAR COUNSELOR: He commands all soldier's moves and strategy during times of war, hits, etc.

CHIEF ENFORCER: He deals with any member(s) that is in violation of the law and assigns other soldiers to carry out any called violation.

SGT. AT ARMS: His function is the care and storage of weapons, and to make them accessible when needed, and to know who and who not to give a weapon to for daily use. He is to have constant communications with the First C and G.

There are other positions, but are mainly used only in the joint. Except for the Treasurer. He holds and is accountable for dues, bond money, and profit of sells (all at the G's discretion).

BLACK DISCIPLES PRAYER

Let us open up this prayer with a lot of love to the KINGS, KING DAVID, our crowned KING, KING SHORTY, and all the righteous Black Disciples of the world...

We are stronger together, we are stronger together, my love and yours forever. We are as one.

King David said that it must be done; God put the stars in the sky, and with reflection they shine.

Yes said King David, we must combine, body, souls, and minds, with the "D's" Love for now and all times.

LOVE

THE SIX POINTED STAR AND OUR COLORS

The star of KING DAVID is our nation's symbol. It has six points, and each point of the star stands for; LOVE, LIFE, LOYALTY, UNITY, KNOWLEDGE, and UNDERSTANDING.

The Disciple's colors are: RED, BLACK, and BLUE.

RED is for the bloodshed for our nation.
BLACK is for all the black people.
BLUE is for the heavenly sky which blesses all disciples.

TRUE BLUE also represents the love we share, which is as deep as the deep blue sea.

A DAILY REMINDER

WHAT IT TRULY MEANS TO BE A DISCIPLE

I AM WHAT I AM, A BLACK DISCIPLE AND THAT I AIN'T I WILL NEVER BE

1. As a true Disciple I am a follower of my crowned King, KING SHORTY, and a student in the teachings of our nation's founders and KING of all KINGS, KING DAVID.
2. I shall strive and succeed in showing myself to be disciplined in my actions, and thoughts, reflecting to the fullest of my ability and potential the SIX PRINCIPLES WITHIN THE STAR OF KING DAVID.
3. I shall seek to be mindful of the ten commandments of our nation and the Universal Codes of Law.
4. I shall do whatever is possible, or whatever is asked, and require of me to support the leadership of our organization.
5. I shall especially be conscious of my environment, its elements and dangers therein, and shall secure myself and each righteous member of our organization from the dangers and pitfalls before us.
6. I shall remind myself and my brothers that WE ARE STRONG TOGETHER, MY LOVE AND YOURS FOREVER, WE ARE AS ONE. KING DAVID SAID THAT IT MUST BE DONE.

SPANISH COBRAS
PRAYER & OATH

I am ready to die now I have seen you and know that you are still alive...

Come together and listen, you are my strength, for we shall scatter the enemies throughout our nation and hold them by their necks.

Our nation is like a Lion, killing our victims, and returning to our king, stretching out and lying down...

no one dares disturb us....

Our Nation will hold the Royal Scepter and our families will always rule...

Nations will bring us tribute and bow in obedience before us.

Our territory will reach as far as starting from Bruce the Fifth to Lapham the Sixteenth one will be ruler for his people.

A poisonous Snake from Hell shall kill the enemies that curse us...

Our Nation is like a Wolf, Morning and evening we kill and at night we devour...

TYPES OF GANGS AND GROUPS

1. Jamaican Posse
2. Colombian Drug Gangs
3. Marielitos
4. Pacific Islanders (Tonga Gangs)
5. Extremist Groups
6. Aryan Nation
7. Prison Gangs
8. County Jail Gangs
9. Motorcycle Gangs
10. Skinhead Gangs
11. White Gangs
12. Black Gangs
13. Hispanic Gangs
14. Asian Gangs
15. Indian Gangs
16. Racial make-up of all Gangs amongst each group
17. Terrorist Groups
18. Domestic Terrorist Groups
19. White Stoners Groups
20. Heavy metal groups
21. Punk Rocker Groups
22. Hippie 60 and 70's Groups
23. Dupers

24. Jocks
25. Gearheads
26. Dudes
27. Disco Groups mostly in their 30's and 40's
28. Gorks
29. Playboys
30. Rap Groups
31. Party Players
32. Dabblers
33. Hate Groups
34. Religious Groups
35. Voters organization or association

GANG IDENTIFIERS...THINGS TO REMEMBER

The following is a list of items to assist in recognizing street gang members. Keeping in mind that this does not always mean that an individual is a gang member.

1. EARRINGS: RIGHT EAR - Disciples, Simon City Royals and gangs affiliated with the Disciples.
   LEFT EAR - Vice Lords, Latin Kings, and gangs affiliated with these gangs.
2. HATS: Tilted to the RIGHT - Disciples, Simon City Royals
   Tilted to the LEFT - Vice Lords, Latin Kings, etc.
3. GLOVES: RIGHT HAND - Disciples, Simon City Royals, etc.
   LEFT HAND - Vice Lords, Latin Kings, etc.
4. RIGHT and Left RULE: The same right and left rule applies to other things like: belt buckles, bandanas hanging from a pocket, tied around a leg, hanging from a belt loop, etc.
   RIGHT represents Folks - LEFT represents People.
5. STARS: Six (6) Pointed: Folks affiliation.
   Five (5) Pointed: People affiliation.
6. CROWNS: Pointed - Latin Kings.
   Rounded - Imperial Gangsters.
7. RABBIT HEAD: Straight Ears - Vice Lords, Latin Kings.
   Bent Ear(s) - Simon City Royals, Disciples.
8. GRAFFITI: If any graffiti is written upside-down, it shows disrespect to that gang and was written by an opposing gang.
9. POCKETS: The inside of the pockets have been colored with the gang's color(s).

10. PANTS LEGS: Rolled up on the right side - Folks affiliation.
Rolled up on the left side - People affiliation.

11. SWEATSHIRTS: Gang members have been wearing hooded sweatshirts with jackets over them. The hood is usually hanging out over the collar of the jacket.

12. COMBS: The gang member has a comb "stuck" in his beard or hair. It will be "stuck" on the side the gang member represents. This originally started in the jail and prison systems, but has been seen on the streets and in schools.

(Courtesy of the Duncanville Police Department, 1993)

Appendix B

MYTHS ABOUT GANGS

Myth #1 - *The majority street gang members are juveniles*. Juveniles- those who are 18 years or younger- actually compose a minority of gang membership. In Los Angeles County, juveniles represent only about 20 percent of gang members. Across the nation, the tenure of gang membership is increasing from as early as 9 to 10 years up to more than 40 years. Money, drugs and lax juvenile laws each are key factors in this transition to attract kids to gangs at younger ages.

Myth #2 - *The majority of gang-related crimes involve gangs vs. gangs*. The reverse actually is true. In terms of gang-related homicides, more than half the time, innocent victims with no gang affiliation are killed or assaulted.

Myth #3 - *All street gangs are turf-oriented*. Some gangs may not claim any specific turf, while other gangs may operate in multiple locations or even in very unsuspecting small cities. One Asian gang that operated crime rings from Florida to California had its headquarters in a small Pennsylvania town of less than 4,500 residents.

Myth #4 - *Females are not allowed to join gangs*. Females are joining gangs in record numbers and often are extremely violent. In times past, females were thought of simply as mules- transporters of weapons or drugs- or as innocent bystanders. Females now make up about 5% percent of gang members and this number is increasing.

Myth #5 - *Gang weapons usually consist of chains, knives and tire irons*. Perhaps brass knuckles, knives and chains were the key weapons in the gangs of yesteryear, but today Uzis, AK-47s and semi-automatic firepower are the weapons of choice.

Myth #6 - *All gangs have one leader and are tightly structured*. Most gangs are loosely knit groups and likely will have several leaders. If one member is killed, other potential gang leaders seem to be waiting in the wings.

Myth #7 - *Graffiti is merely an art form*. Graffiti is much more than an art form. It is a message that proclaims the presence of the gang and offers a challenge to rivals. Graffiti serves as a form of intimidation and control - an instrument of advertising.

Myth #8 - *One way to cure gang membership is by locking the gang member away*. Incarceration and rehabilitation of hard-core gang members have not proven effective. Changing criminal behavior patterns is difficult. Prisons often serve as command centers and institutions of higher learning for ongoing gang-related crime. Often prisoners are forced to take sides with one group or another simply for protection.

Myth #9 - *Gangs are a law enforcement problem*. Gangs are a problem for everyone. Communities need to develop system-wide programs to effectively address the gang problem in their areas.

(National School Safety center,1988, pp.28-29)

Appendix C

NATIONAL SCHOOL SAFETY CENTER

GANG-RELATED QUESTIONS

Each "yes" answer will score the number of points following the question.

1. Do you have graffiti on or near your campus? (5)
2. Do you have crossed-out graffiti on or near campus? (10)
3. Do your students wear colors, jewelry, clothing, flash hand signals or display other behavior that may be gang-related? (10)
4. Are drugs available near your school? (5)
5. Has there been a significant increase in the number of physical confrontations/stare downs within the past twelve months in or around your school? (5)
6. Is there an increase presence of weapons in your community? (10)
7. Are beepers, pagers or cellular phones used by your students? (10)
8. Have you had a drive-by shooting at or around your school? (15)
9. Have you had a "show-by" display of weapons at or around your school? (10)
10. Is the truancy rate of your school increasing? (5)
11. Are there increasing numbers of racial incidents occurring in your community or school? (5)
12. Is there a history of gangs in your community? (10)
13. Is there an increasing presence of "informal social groups" with unusual names, like the "Woodland Heights Posse,: "Rip Off and Rule," "Females Simply Chillin," or "Kappa Phi Nasty ?" (15)

Point values should be totaled. The following scores will indicate the level of need for a school security review: 0-15 points, no significant gang problem; 20-40 points, an emerging gang problem; 45-60 points, a significant gang problem for which a gang prevention and gang intervention plan should be developed; 65 points or higher, an acute gang problem that merits a total gang prevention, intervention and suppression program.

(National School Safety Center, 1988, pp.29-30)

Appendix D

CONFLICT PREVENTION STRATEGIES

Program objectives:

- *Overall improvement of the school learning environment.*
- *Eliminate on- campus confrontations between members of different gangs.*
- *Eliminate gang intimidation of students.*
- *Assimilate gang-oriented students into the mainstream- academically, extracurricularly and socially.*
- *Facilitate better relationships between students and staff.*
- *Help parents of gang-involved students get back in charge of their children.*

Program components:

1. Offer staff development sessions for staff and provide as much knowledge as possible about the dynamics of gang involvement. This training helps school administrators and teachers identify gangs operating within their schools, recognize gang characteristics and respond to gang behavior.
   Staff members must learn techniques that help build self-esteem in young people. Procedures for dealing with physical conflict in the classroom and elsewhere on campus should be discussed in detail. School objectives should be clearly identified, and then a plan of action created and made ready to go.
   In these in-service sessions, the leader(s) should:
2. Emphasize practices the teacher can use in the classroom to reinforce positive

self-image, behavior and attitudes. Giving teachers the names of gang members facilitates this objective. Teachers must communicate with others who are working with gang members about behavior, tardiness, absences and academic progress. (This information should be disseminated with discretion, though, so that gang members are not prejudged or have negative expectations attributed to them.)

3. Discuss the solution strategy with student gang leaders and solicit their support. Some students resent the special attention given gang members, but student leaders and staff members can help diffuse this resentment by communicating the program's objectives and the resulting benefits to the school and to gang members.
4. Ask law enforcement or school security to monitor security around the perimeter of the campus. The officer's activity could include protecting cars in the parking lots and preventing non-students, including gang members, from entering the campus. Establishing this security alone will eliminate a large percentage of potential problems.
5. Develop an "alert" supervision schedule for all staff in the event the school is warned about antagonistic gang members coming on campus. All staff is assigned to a specific response plan for complete campus safety. It is necessary to provide the deans, the principal or both with a hand radio so they can maintain contact with each other.
6. Identify all known gang members on campus and provide this list (with nicknames) to selected staff members (to be determined by the administrator). Contact local police for assistance; they know them well. High schools can contact junior high or elementary schools to get names of incoming students who are gang members, so these students can be integrated into the monitoring process as soon as possible.

Gang involvement may start as early as the third grade. All members of the staff should serve some role in combating gang members.

7. Hire non-teaching personnel to help monitor behavior, enforce tardy and truancy policies, provide information and make sure students are in their classrooms. These aides should be instructed on ways to approach students and how to handle difficult cases. Conflict management techniques can prevent the need to physically restrain violent or disruptive students. Staff can also learn to identify gang-oriented students and seek assistance. They must be able to explain and enforce firmly, fairly and consistently disciplinary policies and rules. When this approach is used, students more readily accept the rules.
8. Install a decorative (wrought iron rather than chain link) fence between campus buildings where gates can be locked at night to reduce vandalism. Some gates can be locked during the day to control campus traffic patterns. This provides excellent vandalism control and prevents nonstudents from entering the campus.
9. Remove graffiti as soon as possible after it appears. If the vandals are known, involve them in the cleanup. Report the crime to the local law enforcement agency and take school disciplinary action. In schools where positive learning climates are developed, graffiti disappears.
10. Establish open lines of communication with local law enforcement to share useful information and provide mutual support. This relationship can be developed with officers who assist with perimeter security. This kind of interagency communication is effective in addressing gang problems.

11. Create a strong cooperative learning component within each classroom. Cooperative learning gives individual gang members real opportunities to work toward common goals shared by other students outside the gang. If possible, ensure heterogeneity by assigning only one gang member to each learning group and closely follow the established techniques of cooperative learning.
12. Offer evening parenting classes or counseling programs that involve the entire family to help parents deal effectively with their children and divert them from gang involvement. These programs can dissuade younger siblings from joining gangs while helping youth already involved to get out of gangs. In addition, such counseling supports parents who understand the dangers of gang membership.

    Helping parents gain control of their children is one of the most difficult tasks to accomplish, yet it is also one of the most viable solutions to prevent gang involvement. Often, fathers must be taught to assume a stronger male role for their children. In some areas, county crisis intervention personnel are available to conduct the parent sessions for schools.
13. Establish boys' and girls' "teams" on campus, made up of students involved in the various gangs and organizations represented on campus. These groups provide the basis for intensive group interaction. Staff members assigned to these groups must know about gangs in the neighborhood and have a proven ability to deal with gang members. It is very important not to provide activities that might serve to further coalesce the gang. When this program is successful, team members

provide valuable information that helps school security, and students assume some responsibility for helping to diffuse situations before conflicts occur.

The teams should meet once a week. In addition to bringing in role models to work with members and monitor academic and citizenship progress, the advisors involve the groups in school fund-raising activities, planning and carrying out projects and field trips. The long-term objective of the counseling process is to mainstream the members. Although difficult, it is worthwhile to try getting them involved in extracurricular activities. Techniques to help them develop a positive self-image as well as a sense of responsibility and self-discipline are used extensively.

14. Offer sports, drama, music and other programs to provide recreational activity and help develop a sense of self-worth and self-respect in young people. Youths involved in worthwhile extracurricular programs are less likely to seek reassurance from gang membership.
15. Refer students to work experience and employment opportunities. These healthy diversions are among the most effective alternatives to gang participation. Often, "borderline" youths will reject gang membership if they can find jobs. Training and work experience programs needed for youth in high-risk areas should target both gang members and potential gang members. Communities can encourage the participation of private business and industry by seeking "enterprise zone" designation for economically depressed areas. Such zones provide economic incentives to firms employing workers from low incoming areas.
16. Learn to distinguish between minor disruptive events and actual crimes. School administrators easily recognize in-school drug use or trafficking as a violation of

law, but may not report other crimes, like vandalism, fights and petty theft, to police. Some administrators gloss over these events in trying to help troubled students. But when fights are not distinguished from assaults, thefts are not separated from burglaries, and crimes against persons and property are combined, administrative responses are unclear. Taking a firm, consistent and fair approach to student disruptions helps foster a positive, caring atmosphere at school and sends an unequivocal message to gang members and other troublemakers that their crimes against the school and society will not be tolerated. Consult your local school district's legal advisor or district attorney for definitions of criminal terms such as assault, attack with a deadly weapon, robbery, extortion, substance/chemical/alcohol abuse, sex offenses, weapons possession and property crimes. If a crime is committed on campus, report it to police.

17. Develop a simple, efficient information management system to track crime incidents in school. The most useful system will provide administrators with an overview of school disruption patterns that answer the following questions: What happened? What characterized victims and perpetrators? Where did the incident occur? How serious was the incident? What response was taken?

    Software programs designed to run an information-management or incident-reporting system have been written for computers ranging in size from micro-computers to mainframes. Brief incident reports can be written during the normal processing of students referred to the central office for violations.

    Frequent analysis of this data may reveal a systematic pattern of victimization against a certain group, by a certain group. Armed with this information, administrators can anticipate future problems and plan intervention strategies,

while determining if law enforcement should be called.

Utilizing these program guidelines requires that a school's curriculum and level of instruction are effective, that the school has a well-defined and enforced citizenship policy, that these regulations are communicated regularly to students and parents, and that a comprehensive daily supervision schedule is in place. As students receive positive reinforcement for acceptable behavior and develop a more positive self-image, attitudes, behavior and style of dress will improve. The gang-orienated student will rely less on the gang and more on school as a source of building self-esteem. Effecting these changes takes a real investment of time for school staff, but it pays big dividends in helping to re-socialize gang members and to create a positive school environment.

Once young people join gangs, different approaches are needed to return them to responsible social behavior:

18. Understand that a youth will only remain in a gang as long as the gang makes him/her feel powerful and needed. It is possible for schools to offer activities that will foster a healthy feeling of self-worth, independence and responsibility, thus replacing the need for gang membership. Such activities emphasize cooperation and collaboration, which add to the student's sense of control over his/her life and learning. This also increases investment in the school.

Examples of these activities include cooperative learning, peer tutoring and other student-centered involvement activities that reinforce the power of peer teaching. Additionally, these programs offer staff new opportunities for supervision and counseling since teachers are relieved from feeling that they are the only source of learning.

19. Investigate community gang intervention programs that could benefit your school. Former gang members, for example, are used as community street workers who work directly with gang members in many model intervention programs. Mobile units, with two-way radios advise intervention teams of gang disputes. In addition, confidential hotlines allow individuals to remain anonymous while reporting gang rumors, crimes, fights and other activities. Because most gang codes require retribution, it is especially important to protect sources and witnesses.
20. Share information on gang activity among state agencies, law enforcement, educators and others involved in gang control to increase the effectiveness of other gang suppression efforts. Areas with clearly identified youth gang problems should consider establishing gang information systems and clearinghouses for those involved in such programs. This information sharing becomes vital; gang leaders are incarcerated, the gang's activity is greatly reduced. The gang becomes extremely vulnerable to attack from rivals, but members are also more open to intervention by community workers or law enforcement agents.
21. Utilize experts in the police or sheriff's department to learn about gangs on campus. Under a special grant given to the Los Angeles County Sheriff's Office, one deputy sheriff works full time responding to requests from school administrators in the district, teaching about gangs and how to deal with them on campus. Effective methods of coping with gangs only result from awareness and understanding of the problem.
22. Arrange an agreement with the media not to publish names of gangs involved in crime-related incidents. This reduces the motivation by rival gangs to get equal attention. Gangs like to take "credit" for their criminal actions through

publicity. Many gang members keep scrapbooks of news clips describing their exploits. In Tucson, where media outlets generally avoid using gang names, the cycle of gang activity has been slowed significantly.

23. Learn about the special gang units that have been established by local law enforcement agencies to collect and disseminate information on gang activity and membership. Also, learn how schools can assist in these efforts. By analyzing and combining arrest information and incident reports, a gang unit can provide a complete picture of gang activity in its area.
24. Establish school-based programs that combine gang and drug prevention lessons taught jointly by teachers and law enforcement personnel at school sites.
25. Encourage strict standards to prevent gang activity or membership in custodial institutions where gang members are detained if they are made wards of the court or state. When these offenders are returned to the community, it is desirable to have a special unit in the probation department that provides intensified parole supervision.

(National School Safety Center, 1988, pp.32-37)

Appendix E

STRATEGIES FOR PARENTS

(The Paramount Plan)

1. Discourage your children from hanging around with gang members. Meet your children's friends. Find out who they are, what influence they have over your children and how they and your children spend their time. If your children choose friends that are mostly from gangs, then your children are probably involved or will become involved in one also.
2. Occupy your children's free-time. Give them responsibilities at home. Get them involved in after-school sports, city recreation or church activities.
3. Develop good communication with your children. Good communication is open, frequent, and it takes on a positive tone. It allows your children to come to you to discuss any topic or problem. It does not condemn or put down.
4. Spend time alone with your children. Plan activities that the whole family can enjoy. Expose them to different places outside of your neighborhood, parks, museums, the beach, the mountains, camping trips, etc. Give them attention.
5. Do not buy or allow your children to dress in gang style clothing. If your children dress in gang style clothing they are expressing an interest in gangs and will attract the attention of gangs.
6. Set limits for your children. At an early age children need to know what is acceptable and unacceptable behavior.
7. Do not allow your children to stay out late and spend a lot of unsupervised time out in the streets.

8. Do not allow your children to write or practice writing gang names, symbols or any other gang graffiti on their books, papers, clothes, bodies, walls or any other place. Teach respect for other's property.
9. Develop an anti-gang environment in your home. Clearly and continually begin to express to your children at an early age your disapproval of gang activity and of any family members joining a gang.
10. Learn about gang and drug activity in your community. Learn how gang members dress, how they speak, their behavior and their activities. Attend information meetings, read articles related to gang activity. Become an informed parent.
11. Participate in the education of your children. Take an interest in your children's education. Visit your children's school, meet their teachers, and attend parent/ school meetings. Help your children with their school work. Set high standards for your children.
12. Participate in the community. Know your neighbors. Organize or join neighborhood watch groups. Discourage gangs from hanging around your neighborhood. Remove graffiti from around your home. Attend community functions. Teach your children civic pride.
13. Be a good example. Become an active, not a passive parent.

(National School Safety Center, 1988, pp.39-40)